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ABSTRACT

This document contains four papers presented at a symposium on leadership and management development moderated by Mark Porter at the 1996 conference of the Academy of Human Resource Development (AHRD). "Expanding Formative Experiences: A Critical Dimension of Leadership Deportment" (Gary D. Geroy, Jackie L. Jankovich) advocates focusing leadership development interventions on evolving new common sense behaviors for both men and women. Susan R. Meyer's paper "Mentoring and Reflection: Enhancing Managerial Skills" reports the findings of structured telephone interviews of two groups of mentors and proteges who were involved in an 18-month mentoring program enhance professional growth in the context of a management development program. "A Case Study of African-American Women's Corporate Leadership Experiences: Contextual Implications for Human Resource Development" (Valeria J. Stokes) reports an ethnographic case study establishing that African-American women in entry- and executive-level corporate management positions have had adverse leadership experiences attributed to their gender and ethnicity. "New Management Roles in the Communications Industry" (Kemp van Ginkel, Wim J. Nijhof, Jan N. Streumer) outlines a new flexible curriculum structure that was developed based on a study of recent changes in the communications industry, including changes in management styles in the industry. Papers contain references. (MN)

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ED 403 487

SYMPOSIUM
[25] LEADERSHIP AND MANAGEMENT DEVELOPMENT

Chair: Mark Porter, National-Louis University

Expanding Formative Experiences:
A Critical Dimension of Leadership Deportment
Gary D. Geroy, Colorado State University
Jackie L. Jankovich, Colorado State University

Mentoring and Reflection: Enhancing Managerial Skills
Susan R. Meyer, Training by Design

A Case Study of African-American Women's Corporate Leadership Experiences: Contextual Implications for Human Resource Development
Valeria J. Stokes, Sears University

New Management Roles in the Communications Industry
Kemp van Ginkel, University of Twente
Wim J. Nijhof, University of Twente
Jan N. Streumer, University of Twente

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Expanding Formative Experiences : A Critical Dimension of Leadership Deportment

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Leadership deportment should no longer be attributed to gender, rather it must be attributed to the influence of formative experiences. In this discussion, formative experiences are defined as that which is perceived to be common sense from one's early development. Research suggests that traditional female socialization experiences promote participatory leadership skills; whereas traditional male socialization does not. Therefore, leadership development interventions should focus on evolving new common sense behaviors for both genders.

Participative Leadership, as defined by Daft (1994), "means that the leader consults with his or her subordinates about decisions. Leader behavior includes asking for opinions and suggestions, encouraging participation in decision making, and meeting with subordinates in their workplaces. The participative leader encourages group discussion and written suggestions" (p. 494).

Burns refers to the engaging activity mentioned above as Transformational Leadership--leaders and followers raising one another to higher levels of motivation (Rost, 1993).

Likert, similar to Daft, labels Participative Management as key policy decisions being made in groups by consensus (Burke, 1992). Rosener (1995, pg 31) concludes that "interactive style involves managing in a collaborative rather than top-down fashion."

Cast the labels aside and the issue being discussed is leadership facilitation of the interaction of organizational members for the betterment of the workgroup and or workplace. A superordinate debate revolves around appropriate leadership style for the rapidly changing environments and attendant evolution of participative workgroup strategies. We believe astute organization leaders need to maximize the collective energy of these groups. Our bias, supported by current literature, is that leaders will be most successful when embracing a participative, interactive leadership style. However, our discussion in no way denies the utility and contributions of other leadership styles.

Our premise is that in truly participative workgroup environments, this contemporary style of choice should be utilized by all leaders--men and women alike. In addition, we suggest that the so-called gender-specific behavioral frameworks, which some label as biased, have prevented scholars of leadership theory from accepting the Participative Style as gender-neutral. Our discussion will focus upon the influence of early formative experiences upon leadership deportment, and how this transcends the gender bound paradigms of traditional leadership theory. For the purpose of this paper, formative experiences are defined as that which we perceive to be common sense based on early development experiences.

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Gender-Specific Behaviors

A brief background of gender-specific behaviors is necessary before proceeding with "wiping the slate clean" and replacing the existing frameworks with that of a contemporary gender-neutral behavioral framework.

Male-Specific Behaviors Contemporary leadership theorists suggest male leaders predominately use a "Command-and-Control" style. This style is touted as suitable for hierarchical organizations--structures which are associated with paradigms of the past. Daft suggests that "Masculine qualities such as aggression, assertiveness, rational analysis, and competitiveness grew out of male-dominated military and sports traditions" (p.30). Others postulate that men have a task-orientation based on socialization grounded in competitive activities all of which encourage achieving power and gaining authority. Most modern leadership theories describe the resulting leadership deportment using terms as; telling, controlling, demanding etc . . . .

Female-Specific Behaviors Current research suggests that traditional female socialization was based on home and family experiences resulting in mature human interaction skills. "Feminine qualities such as openness, encouragement, understanding, sensitivity, and consensus-building..." (Daft, p.30), prepared women for roles exemplifying these skills ie; wives, mothers, volunteers, teachers and nurses. Today, however, these qualities have led to the desirable behaviors which facilitators and coaches possess. We suggest that these skills are necessary for success in the flattened organizational structure of the 1990's which are characterized by synergistic workgroups. Most leadership theories would describe this resulting leadership deportment using terms as; coaching, facilitating, understanding etc .

A contemporary leadership argument is whether men or women are more effective leaders. The argument focuses upon comparing and contrasting of traditional descriptors for male or female behavioral tendencies within various popular leadership models. Our perspective on this traditional argument is that the focus of the argument is misdirected. The focus should not be on gender, but rather on the influence of formative experiences upon leadership deportment--gender aside--for participative workgroup situations. Thus, the crux of this leadership debate is the issue of which set of formative experiences when actualized in leadership is considered best.

In the male and female scenarios presented above, displayed behaviors which when reinforced, evolve into accepted common sense behaviors by the individual. Common sense behavior is defined as that which is common or seems natural to an individual. One's formative experiences undergirds common sense which influences an individual's behavior throughout a lifetime. These behaviors constitute one's leadership style. However, the common sense behavior which seems common to one is not always common to another. Perhaps here lies the answer to the argument. It would seem appropriate for men and women to broaden their range of leadership development experiences to include those shaping influences which foster the embracing of that which is not common or natural.

Rosener (1990), cites that "the first female executives, because they were breaking new ground, adhered to many of the 'rules of conduct' that spelled success for men" (p.119). The second wave of female executives, however, are successful because they have abandoned male-dominated behaviors in favor of their own female-oriented behaviors. (Rosener) Whether women have truly abandoned the male-specific outcome behaviors is not up for discussion. A more valuable consideration is the evolution of an individual based upon a broader inclusion of cross-gender experiences which undergird and foster those formative experiences we believe important to developing the participative leadership abilities in males and females alike.

Participative Leadership Patterns

Literature suggests that effective leaders of today's participative groups portray characteristics commonly attributed to formative experiences of female leaders. Some of the qualities made reference to by successful leaders are Encouraging Participation, Sharing Power and Information, Enhancing Others' Self-Worth, and Energizing People (Rosener). These qualities are grounded in the types of developmental experiences considered common in early female socialization. In contrast, if an individual's developmental experience--gender aside--is akin to a traditional male (as previously discussed), they would have difficulty exhibiting leadership which advocates participation in decision

processes when their common sense suggests individuality works best.

With any workgroup--participative or otherwise--symbolic leadership style gestures do not work because such facades are difficult to maintain when they are in contrast to the basic formative experiences of the individual. This suggests that above all, it is vital that one leads with that which is common, or has become common, through their individual developmental experience. However, dominant participatory leadership qualities (such as coaching, facilitating, encouraging etc.) as stand alone behaviors do not spell success in the participative workgroup environment. In order to be successful, it is vital to utilize effective communication and interpersonal skills to sustain , support, and deliver effective leadership.

Communication Skills Traditionally and historically, the literature categorizes communication characteristics according to gender. This schema has judged females as effective communicators and males as ineffective. We believe that to best benefit from the discussion of the communication literature we need to continue to depart from the gender-specific debate. Rather, we suggest eliminating positive and negative gender-specific references by viewing effective communications as a function of the evolution which results from an individual's formative experiences. Communications skills considered here consist of verbal, non-verbal, and interpersonal.

Studies by Hyman and Case, cited by Bass, promoted women as better communicators (1990). The female communication style up to this point has been touted as personal and facilitative, whereas the male communication style was labeled assertive and authoritative. Linguistics professor Tannen suggests that certain communication styles may be more appropriate for participatory leaders. For example she refers to a boss who needs a report from a subordinate immediately. "The stereotypical male response would be, 'have this on my desk by the end of the day.' The stereotypical female would be more likely to say, 'I'm sorry to rush you, but do you think you could have this for me by the end of the day?'" (Fierman, 1990, page 118). Tannen would suggest that the leader who has developed effective communication skills and participatory leadership behaviors might say: I appreciate your doing this, I really need it by the end of the day. (Fierman, 1990)

Bass also noted studies by Hall and Halberstadt that found women to be superior in encoding and decoding non-verbal cues (1990). The successful knowledge of, and use of non-verbal communication is a critical dimension to effectively communicate with others.

The interpersonal component of communications is fundamental to the success of participatory leaders. As in other debates, gender continues to be the qualifier in the discussion. For example, Bass cites studies by Deaux, Eskilson and Wiley which suggested that women are more likely to seek interpersonal success in groups whereas men are more successful in task accomplishment (1990). A study by Vinacke stated that when allocating resources, women focus on maintaining harmony whereas men concentrate on individual performance (Bass & Stodgill).

We suggest that these communication dimensions, verbal, non-verbal, and interpersonal, are grounded in early formative experiences. We further believe that leadership style is evolved from common sense experiences--gender aside--which occurred during an individual's formative periods.

Summary

Our discussion has been framed by the leadership needs of participative workgroups. This includes positive aspects of participative management and studies which have indicated differences between genders when comparing effective leadership behaviors. Our first suggestion, based on existing research, is that traditional female formative experiences ground effective participatory leadership skills. Secondly, we suggest that early socialization provides individuals with their formative experiences--frequently referred to as common sense.

Our third suggestion is that either gender could benefit from the results of experiencing the traditional female socialization. The consequences of this socialization are behaviors which influence participative leadership style abilities. As such, we believe that men are able to be effective participatory leaders when their socialization experiences include ones similar to those traditionally attributed to females. Lacking the opportunity to have the formative experiences of traditional female , the focus of leadership development interventions should be on creating contemporary common sense behaviors.

We propose that leadership deportment should no longer be attributed to gender; rather, it must be attributed to the influence of an individual's early formative experiences. These formative experiences must be characterized by a socialization process which encourages, openness, understanding, sensitivity, and consensus-building --all of which contribute to the contemporary participatory leadership style.

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Mentoring and Reflection: Enhancing Managerial Skills

Susan R. Meyer
Training by Design

This descriptive, impressionistic study of self-report data about mentoring in relation to managerial development consists of analysis of mid-cycle and end-cycle structured telephone interviews with two groups of mentors and protégés in an eighteen month mentoring cycle. The mentoring program was designed to enhance professional growth in the context of a management development program consisting of ten to fifteen days of training over a two year period.

This paper describes mentoring relationships over a three year period. It presents anecdotal data gathered in a series of interviews with individuals at the midpoint and the end of mentoring relationships. The data is individualistic and self-report; it paints a picture of what kind of learning went on in these mentoring relationships and what conditions supported that learning. Areas addressed in the analysis included: looking for evidence that mentors and protégés felt that mentoring increased or enhanced the acquisition of knowledge about how to be a better manager; looking for evidence of the conditions of a reflective practicum; and looking for reported learnings that correlated with Sternberg's description of executive or managerial knowledge.

Program Overview

The Mentoring Project at the New York City Department of Personnel was designed to encourage reflective practice and the sharing of tacit knowledge as a way of developing what Short calls a "culture of experts." The goal was to enlist a cadre of experienced managers who would make their thinking process accessible to newer managers, facilitating self-reflection and heightened awareness of the unwritten principles of good management. The stated purposes of the program were to help new managers: transfer skills learned in training to on-the-job applications; gain job-related support and career guidance; and feel supported in making a long-term commitment to City government.

The study described in this paper was conducted both to monitor the on-going progress of mentor-protégé relationships and to gather long-term data to better establish and understand the link between mentoring and increased managerial skill. Two groups of mentors and protégés were tracked for this project. Of the first group of 55 paired senior and new managers, 39 pairs remained intact through the 18 month cycle. Of these, 32 could be contacted for interviews at mid-cycle and 25 at the end of the cycle. This data was combined with interview data from 28 of the mentors. In the second cycle, 30 of 37 pairs considered themselves to be intact, although the interview data suggests that many of these pairs were no longer meeting on a regular basis. Of the total number, 25 pairs were interviewed. The same questions were used for all interviews, but the first and second cycle interviews were conducted by different individuals. Questions fell into six categories: timing (frequency of meetings), topics discussed, perceptions about the quality of the relationship, what was learned, evidence of reflection and/or analysis of managerial style/practices, and overall assessment of the process. Data collected over the two years has been analyzed by cycle and as an aggregate. Data was grouped in categories

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representing similar responses to determine trends among mentors and protégés. Interpretation was informed by the literature on mentoring and the concepts shaping the design of the program.

Participants in this program were enrolled in a managerial certificate program that offered 12 - 15 days of training over an 18 month period. Candidates were screened, then matched with executive-level managers. Mentors were initially selected from a list of attendees at an executive development program. The list was circulated among consultants who had provided small group facilitation for executive sessions. These consultants were asked to recommend individuals they thought were outgoing, clear about their roles as managers and able to share their management philosophy and skills. In addition, those interviewed to be mentors were asked to recommend colleagues who might be interested and good at mentoring.

Protégés were recommended by instructors and course managers at the end of the core managerial course. During the first cycle, they were interviewed by telephone. During the second cycle, a written statement of goals for the Project was also requested. The interviews served as the basis for selection and matching. The written statements, in some cases, amplified the interview data, but primarily served to screen out individuals who appeared to have a low level of commitment to the project. Matches were made, in general, on the basis of matching common areas of interest or responsibility and/or matching expressed developmental need from the protégé with expressed area of strength or expertise from the mentor. Most matches were same gender. During the first cycle, age and location were not strong considerations. During the second cycle, it became evident that geography was a more important consideration. The pairs were expected to meet once a month for one hour.

Several theories defined the Managerial Certificate Program and the Mentoring Project. The model for the mentoring relationship was developed to incorporate the reflective practicum as described by Schon as a vehicle for transmitting professional knowledge. Specific managerial learnings that might be enhanced through mentoring were identified in Sternberg's description of managerial learning and in Quinn's Competing Values Framework.

Learning to Manage Through Reflection

In organizations, individuals are routinely promoted to or appointed to managerial positions with no training. It is often easy to learn the work of the unit itself; staff traditionally teaches the new manager the work of the unit if the manager comes into the organization from the outside. The manager who has risen from the ranks has a clear grasp of the work, and has probably developed some good theories about how that work could be done better. Knowledge of the mission, goals and culture of the organization can be learned from others in the organization. The issue that concerned the Mentoring Project was who teaches that manager how to integrate this data and develop a personal style of management? How does the neophyte learn to "think like a manager"? The hardest things to teach new managers are attitude, style and judgment. These areas are best developed through processes that encourage the manager to be both observant and self-reflective.

Donald Schon(1987) describes the reflective practicum as the means of transmitting professional artistry -- the application of knowledge -- to the new professional. This process calls for individuals in dialogue to make tacit knowledge explicit. To determine if this was happening in the mentoring relationships, protégés were asked if mentoring enhanced the development of managerial abilities and responses were analyzed for evidence of reflective thinking. Responses like those below indicated that there was evidence of reflectivity in the mentor-protégé interactions:

> Teaching me something ... feedback makes me look at myself - develop understanding. A manager is like an artist - a good one has skills and they can be brought out - all I'm doing is bringing out potential ...

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> I guess I started to wonder whether I have left behind focusing on supervising a staff and grown in to managing toward department goals. There's a difference between supervising and managing, you know.

It was initially thought that mentors and protégés could be brought together with minimal preparation to engage in reflective dialogue. As most of the mentors reported that they had been mentored or that they had learned from observing and discussing work issues with their role models, one initial assumption was that the skill of mentoring came naturally to outstanding managers. Analysis of first year responses demonstrated that there was some indication of reflective processes:

> One important thing that I learned is to be more objective in my viewing situations, to look at more than one angle.

> I think it's just to kind of describe a situation - help me sit back and look at the broader picture - help me not get so stressed, but look at things from the other perspective.

> It's about having an objective person to talk to. It gives (you) the opportunity to step back and look at a situation from the outside. By going back, I realize things that I wouldn't have realized before.

> I've been able through his guidance to step outside of my function and to assist in getting the work done. He has helped me to focus on an intellectual and detached level so that I can change things for the better.

The project team felt that the concept had not been clearly understood by many of the mentors. In the second year, a more thorough orientation addressed this issue by substituting coaching metaphors for the term reflective practicum and by providing examples of our expectation for this kind of behavior. This increased the number of participants who were able to cite examples of reflection on or analysis of managerial practices. The second group most often used the words "sounding board" to describe the nature of their relationship:

> I used her as a sounding board - bounced ideas off her. I've learned to have more confidence in what I do here.

> This example clearly indicated one outcome we hoped for - that in discussing management concepts and ideas, the protégé would begin to trust their own instincts and abilities. Other responses indicated protégés struggling to better understand their own practice:

> He shares his criticisms as well as his positive comments about my qualities as a manager. ... it seems to be complementary. It has a dimension where things are out in practice - kind of a practical level in which I can reflect on.

> ... reflecting on what you've done - it's a critical basis (on) which I can better evaluate myself.

> Most of the learning you do is through experience, and if you can share it with people so that they don't have to go through it, then it would be worth it.

Although one mentor had difficulty seeing idea-testing as fundamental to the mentoring process, he seemed to use the concept:

> I served more as a sounding-board rather than as a mentor or advisor.

Another appears to be discussing, with difficulty, the concept of making tacit knowledge explicit in this response to a question about what his protégé learned:

> I've done a lot of mentoring of younger staff people. Um ... maybe non-transferable (parts) of my experience. People have to approach issues in their own way.

One on-going struggle in the program is underscored by these responses. The goal of creating a reflective practicum was a strong one for the project manager, but was neither clearly articulated nor bought into by participants. When the concepts of coaching and reflection fit the mentor's own concept of mentoring, there was a higher level of implementation. By the third year, it became clearer how to explain Schon's concepts in ways that better fit the thinking of the mentors and also how to select mentors who were more likely to experience success in using the model. Unfortunately, the program was disbanded before data could be collected to evaluate change in this area.

Managerial or Executive Knowledge

Sternberg's (1988) analysis of managerial knowledge provides a list of specific skills that can be roughly categorized as problem-solving, decision-making, knowledge about self and environment, knowledge about staff capabilities and needs, judgment skills, and situational analysis skills. Some of the responses to the question, "What did you learn?" reflect Sternberg's classification. These include:

Balancing short-term losses or inefficiencies against long-term gains:

> I guess that hard work and a serious desire are needed to succeed in the City - that getting the job done is the issue, even if it means cutting corners.

Seeking to understand things from other points of view:

> One important thing that I learned is to be more objective in my viewing situations - to look at more than one angle.
>
> (I learned) that there are several ways in City government to achieve the same goal.
>
> You're so overwhelmed with day-to-day responsibilities and she gave me a better perspective about work. She allowed me to see the bigger picture.

Knowing the capabilities, interests, and values of those with whom you are working:

> Productivity in the City requires different approaches. What does personnel look at in recognizing people? ... I think the main thing is how to deal with public personnel
>
> How to plan better - how to encourage people to discover new skills.
>
> You can't treat everyone the same - in particular a new hire.

Finding ways to get around your weaknesses:

> I learned to keep a record of things to do for employees and put it in writing. I also learned how to keep a list of what to do, what has and hasn't been done and what needs to be done.

Knowing what you need to know and what you don't need to know:

> Learning insights like organizations, projects - the higher person in the structure is less likely to know what is going on: things that the executive doesn't have control over ... information is sometimes withheld from you and how you want to deal with that. I've been trying to understand what my boss wants. I ask questions when it's needed.
>
> ... there's a difference between knowing and having the knowledge of what's applicable

And finally, a learning that seems directly related to any environment of reengineering, downsizing, and political hirings and firings - ability to cope successfully with the novel or unexpected:

> how not to give up in a pool of sharks.

There was also evidence of increases in perceived managerial competence:

> As far as my staff goes, ... I believe it helped me to better approach people at a lower level - I'm much more attuned to having them give me their ideas.
>
> I had a tendency to - with abrasive type employees - to back off and get around situations without involving them. ... Another thing is how to deal with the inadequacies of my management - what I feel is lacking.

Other participants were able to cite examples of managerial learnings that reflected Quinn's eight managerial roles (facilitator, mentor, innovator, broker, producer, director, monitor and coordinator):

> ... reorganization and looking at people and how to reallocate work. ... My own function as a manager, how I organize my work.
>
> Well, the biggest issue is productivity. ... We've been talking about how to get people to focus - to work... We've been discussing empowering, getting people to work. ... I'm also interested in ways to reward staff.
>
> I think I learned how to negotiate better - how to see the other side's view and use it to your advantage.
>
> I was having a problem with monitoring people's work. He told me that he gave his people time frames ... and I know that sounds pretty simple, but sometimes it's things like that that really count.
>
> How to plan better, how to encourage people to discover new skills. You can't do it all, so the best way to delegate is to give them a time frame to determine if they meet your expectations.

Other topics reported included more general learnings. These ranged from general ideas about management to a better understanding of management in a politically charged environment. Because the project spanned a mayoral election and the subsequent shuffle of agency heads, politics were a recurring theme.

> A lot. A handle on the truth - and the truth is that there are no magical solutions. Most of the time, logic can prevail in most situations. It's important not to be stuck by the rules and regulations.

> Mentor: He asked me how a person actually takes command of a large scale command, in practice, not in theory. Like what qualities were important in picking a subordinate. He got responses in writing from me.

> Usually, we just go over, update each other on our workplaces. We'd zero in, perhaps, on a problem or a particular situation - like she had to make the transition to manager in a department where she'd been a colleague. We kind of tracked her progress ...

> How real-world government decisions get accomplished. I guess how pressures and constraints in City agencies are similar.

> I understand better the inner workings and dynamics of City agencies - the relationship between career professionals and political appointees. That understanding is due to my mentor. I understand why things happen and do not happen.

> The current situation in government. The election, economics, the bureaucracy and whether it helps or destroys agencies working. It's important to have someone who knows what they're doing and can reflect the goals of the agency. Also about aspects of life working at an agency.

Linkages and Application

Since the Mentoring Project was designed to improve managerial skills, it was important to look for evidence that protégés were able to make connections between mentoring and Certificate Program courses and were able to apply knowledge from both sources to their day-to-day functions. About half of the protégés with intact relationships in both groups were able to cite examples of linkages or application:

> I find instead of just taking courses I began putting things in action after speaking to him about the course. I tend to put things in action instead of just thinking about it.

> My mentor has a lot more to do with enhancing my current job assignment than the Certificate Program itself. It is a good way to maintain continuity in addressing management issues.

> I foresee that he is going to become more valuable to me. I'm going to produce more with less people because of his help. I'll be able to look at individuals doing the work - he's teaching me to look at the individuals doing the work.

> The learning insights and the applied concepts - it provided me with management concepts that needed to be applied to work.

> I've tried to incorporate some ideas in my unit. I'm growing and have a better attitude about what I do.

Recommendations for Successful Mentoring Programs

In formal mentoring programs, it seems that the greater the structure, the greater the comfort level and freedom of interaction. There should be a clear mission or goal for the program and this goal should be clear to mentors and protégés. Program goals should be set at as high a level as possible in the organization. Although mentoring is a highly individualized process, there are overarching concepts and governing principles that can and should be in place as the program begins. One early mistake in the DOP program was the notion that the mentors would "get it" and naturally fall into the role. Over the three years of the program, there was a constant cry for more structure. In retrospect, measurement tools as well as orientation to the role and structured guides for thinking about work should be in place at the outset.

Selection Tools Selecting individuals who have a high probability of success in mentoring or being mentored can be very difficult. Individuals who make good mentors are those who can easily share their perspective about work. This means both being able to talk freely about their own work and being able to listen to the protégé's discussion of work situations and conducting a discussion of discovery rather than providing solutions. Managers whose reputation is primarily for "making things happen" do not make the best mentors. When they can no longer directly or indirectly intervene on behalf of their protégés, they become bored with the process and want to move on to something they can fix. Previous mentoring experience and referral by those who had been successful mentors proved to be good selection devices. Most successful mentors were able to identify other managers who had abilities or styles similar to their own. All potential mentors were interviewed. This information proved useful in making matches, but was not as useful in measuring mentoring potential. A tool developed by Lois Zachary that provides for self-assessment in a set of skills important to the mentoring process might be more useful.

Structured Interviews Use of structured interviews helped to maintain focus throughout the mentoring relationship. Some mentoring conversations will center around providing the protégé with specific information; another expectation is that there will be an on-going reflective dialogue. Structured interviews help maintain this aspect of the relationship. Through a series of how and why questions, they set up a reflective cycle for thinking about work This should become internalized and part of the protégé's on-going thinking about their work.

Journaling Journals can be used to start a discussion with the mentor or to clarify a particular problem the protégé is working on over time. Taking a few minutes to write about a process helps the protégé increase his or her analytic abilities and powers of observation. It assists in recall for discussions about process. O'Brien (1995) suggests taking a few minutes each day to keep a journal about important issues. Patterns in the journal are excellent reference points for discussions with the mentor. The process of keeping a journal also helps the new manager remember what went on during the day - to slow down time long enough to observe.

Tracking Participants in structured mentoring programs should be monitored periodically. Towards the later part of the program, this serves as a reminder to those who are lax in holding to their meeting schedules. It is the best early alert system for relationships that may not be working out. It provides an easy way to get information about the current concerns of mentors and protégés. In this respect, the interviews are formative evaluation, providing suggestions for seminars or other enrichment activities.

Seminars In a long mentoring program, periodic meetings and seminars help sustain interest over time. They also serve as an incentive for participation. Often, senior level executives in a large organization do not have a lot of contact with their peers outside of their own area. Seminars allow these executives the opportunity to network with each other. They also provide a chance to introduce protégés to a wider range of contacts. In addition to large

seminars open to all mentors and protégés, smaller focus groups provide the opportunity for free discussion among several mentors or protégés.

Issues specific to public sector

Some issues in the creation and administration of a mentoring program that arise in this example are peculiar to government. The stability of the program, for example, depended on support from high level government officials. Similarly, the pool of available mentors was affected by shifts in government. Traditionally, the pool of executive managers from which the mentors were drawn consists of people appointed to their positions. When the mayor changes, agency heads also change, and the executive managers, who serve at the pleasure of their agency heads, may shift positions or move out of the government loop. This presented some special challenges in terms of maintaining continuity. Mentors were asked to keep their protégés advised about their status. If the mentor remained within government, they were asked to continue meeting with their protégé after they relocated. If they were leaving government, one final meeting was suggested so that the relationship had some degree of closure.

Another unique aspect of this program was the professional relationship between mentor and protégé. In most formal, in-house mentoring programs, mentors and protégés are from the same unit or area. They are at least from the same organization. In this program, however, the government was viewed as a whole. This meant that the only employment connection between mentor and protégé was that both were municipal employees. Mentors and protégés were never from the same agency. This made finding commonalities of interest more difficult. It also reduced one of the main incentives for mentoring - the ability to involve one's protégé in one's own projects or to groom someone for succession in a specific department. Instead, we relied on altruism as the single strongest motivator - managers who felt that government had given them a lot and who wanted to return something to the city.

Conclusions

The study provided rich glimpses into the nature of the mentor-protégé relationship. It also raised many questions for future study. These include: whether or not joint goal setting and action planning would provide the additional structure requested by the majority of participants and whether or not this structure would more clearly codify managerial learning; what types of individuals are most likely to be successful as mentors and protégés; and how can the information gathered in this study be used to better understand how to encourage reflective practice.

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A Case Study of African-American Women's Corporate Leadership Experiences: Contextual Implications for Human Resource Development

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This ethnographic case study examined the subjective interpretations of corporate leadership experiences among African American women in entry and executive level management positions; described common themes to define leadership experiences; and investigated differences found among leadership positions, workplace context, age, and education. Using an ethnoscience methodology, a taxonomy was developed that produced correlate statements of adverse leadership experiences. It was concluded that the participants have adverse leadership experiences attributed to their gender and ethnicity.

The negative impact of ethnicity and gender upon an individual's education and employment experiences may be attributed in part to the ubiquitous nature of the European-American male ethic that dominates the values, standards, and beliefs for American society. The pervasiveness of this ethic on leadership attributes was examined through the review of the leadership literature.

Literature Review

Most leadership research has been generated from a male-exclusive platform. This traditional approach has resulted in a propensity toward leader selection of men or women who manifest male patterned prescribed behaviors. Shein (1973), Jacobson and Effertz (1974), and Deaux (1979) suggested that personality traits influence the selection or pursuit of leadership positions. Men are sought out for leadership. Women often do not take opportunities to exhibit leadership skills, nor are they usually given leadership positions unless men are absent. This illustrates a "blaming the victim" syndrome. Broverman et al. (1970), Haavio-Mannila (1972), and Shein (1973) characterized women as soft, yielding, dependent, and emotional, and leaders as aggressive, competitive, firm, and decisive. Blum and Smith (1988) viewed Hennig and Jardim's (1977), *The Managerial Woman*, as a narrative that was androcentric. They identified gender inequality in the workplace as the responsibility of women. Women needed to change themselves to succeed--dress for success, be more assertive. This change was necessary in order to deal with their past cultural experiences that served to inculcate traditional feminine personalities.

Low self-esteem (Deaux, 1979), low motivation (Rosen and Jerdee, 1978), and deficits in socialization skills (Terborg, 1977) present the negative perspectives of women when explaining women's unsuccessful attempts with leadership roles. The literature appears to reinforce women's responsibility in changing themselves in order to meet the male expectations for the successful pursuit of the leadership role.

The literature that directly addresses these racial differences between white women and African-American women as leaders is scant and incomplete. Most apparent during the review is that the direct influence the Eurocentric male values have upon maintaining major institutions of the United States under the leadership of white men. This value may be the prescriptive phenomenon that determines placement of individuals into leadership positions.

Scott (1985) cited the scant and incomplete picture regarding black female leadership studies. She emphasized the need for more ethnographic studies of communities, church and civic groups, as well as families, to determine how leadership emerges and is taught. Published findings from leadership studies of women failed to mention whether or not black women were in the sample studied.

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Because of the changing organizational context of the workplace, there will be an increase in women, older workers, and minorities to meet the production demands of corporations. Through an ethnographic study of African-American women, an understanding of the relationship between the dualism of inequity and adverse leadership experiences could be examined and described by investigating the problem: How do African-American women experience leadership?

Purposes of the Investigation

In an attempt to offer rich insights into the commonalties and unique leadership experiences of selected African-American women in corporate leadership positions, this ethnographic investigation:

1. examined the subjective interpretations of leadership experiences.
2. described common themes that would offer an explanation that would define leadership experiences.
3. examined any differences found among leadership positions, workplace context, age, and education and leadership experiences.

Selection of Participants

Twelve African-American women in leadership positions within a corporate arena were purposively selected by the hierarchical description of the corporate management structure. They represented the entry level (Group A) and executive level (Group B) of management. All were full-time employees whose tenure of employment falls within a time range of eight to twenty years. The ages of the women were within the range of 33 to 56 years.

There were six participants in each case group. In order to ensure an equal distribution of participants in each group, two of the six participants included in Group B had to be selected from two different corporations. This was due to the lack of African-American women available in any one corporation at the executive level. All participants in Group A were selected from the same corporation.

Data Collection

Interview data were collected by the primary investigator in the role as participant-observer, using an open-ended, unstructured interview. The interview process for each case consisted of five phases.

> *Phase 1:* Contact the corporate site to schedule investigator orientation, obtain participant names, and setup interview appointments.
> *Phase 2:* Conduct Part One and Part Two of the open-ended, unstructured interview.
> *Phase 3 and 4:* Encounter sessions 1 and 2. Communicate with each participant by phone seven to ten days following completion of Phase 2 in order to review any job-related incidents that they may have encountered since the last interview contact.
> *Phase 5:* Group dialogue. All Part 2 interview questions are repeated, providing an opportunity for the women participants with the primary investigator who, as an active participant, facilitates the sharing of personal views and responses to questions.

Demographic information pertaining to leadership position, workplace context, age, educational level, marital status, and dependents were obtained as a component of Part One. All data were collected, over a four-month period during the months of September, October, November, and December.

Reliability and Validity

To ensure accurate and thorough accounts of the interview, conversations were tape recorded with permission of the participant. Participants' ideas were also restated during the interview to confirm data. Additional validation of the interviews was confirmed by re-checking data from typed transcriptions of the tapes and replaying of the tapes. Group job descriptions and corporate policy and procedures provided a foundation for understanding observations and the events selected for observation. Encounter Sessions #1 and #2 offered spot checks on specific responses to ideas that were not confirmed during Phase 1 and Phase 2. Phase 5 offered an additional confirmation of responses that provided another means of reaffirming the convergence of descriptive or emic data.

Analysis of Data

An ethnoscience method was used to analyze the data. This approach focuses upon eliciting and classifying emic data by getting figuratively "inside the world or the mind view of the people" (Leininger, 1985: 240). Common themes are identified, classified, and ordered into categories as domains of inquiry. Participants' statements and categories have meanings and were analyzed individually and collectively to determine similarities and variations in group-shared cognitive knowledge (Leininger, 241). Tables were developed to organize the taxonomy and its underlying descriptive themes.

Following an extensive examination of participants' actual transcribed responses to the taped interview, any similarities or differences in their use of language and phrases when describing their experiences were examined. From these data (emic data, that is derived from the informant's actual words, rather than etic data that is derived from an outsider's interpretation), the taxonomy that included the domains of inquiry, segregates, low-level abstractions that describe the domains and substatements, additional informants' words that further described the segregates were identified.

The segregates represented the leadership themes that were derived from analysis of the actual words of the informants. These words were obtained from actual transcriptions of taped interviews. Verification of the segregate statements is found in the subset statements. This approach provided the phenomenological explanation of the segregates, using an abductive approach (Stanage, 1987). Because of the volume of the written material, providing dates, times, and page numbers as references from the transcriptions would have been a tedious effort.

Isolation of this taxonomy allowed the formulation of themes about African-American women's leadership experiences from a low level of abstraction, descriptive statements, to a high level of abstraction, generalizations, and correlational statements about the domain (hierarchical management levels). Correlation statements--called correlates--were identified to provide a rich description of the essence, characteristics, and leadership experiences of African-American women.

The themes emerging from the taxonomy included statements describing five domains of inquiry: marginality, education, job responsibility, mentorship and relationships. Tables 1 & 2 illustrate the analysis of Leadership for the domain, marginality for Group A and Group B.

Table 1. Analysis of Leadership Group A

Domain: Marginality		
Low Level Segregate Abstractions		
Segregate	"They looked me over"	"I know how the game is played"
Subset	1. Prove self • Suspicious • Don't think I can do the job • Take all your ideas • Right place at right time	1. Mentoring • Adapt to diversity • Make it on your own • Develop corporate thinking
	2. Need more blacks • We're in competition with each other • Be persistent • What I need to get there faster	2. Good ol'boy mentality • No equity • White male dominated system • Few blacks to work with or manage • We are not going away

Table 2. Analysis of Leadership Group B

Domain: Marginality		
Low Level Segregate Abstractions		
Segregate	"Validation and re-validation"	"I know how the game is played"
Subset	1. Two-sided expectations • Looked at through filter • Bar extra high • You've got to be better • Proving up • Don't trust the system	1. Reservoir of strength • Position of strength • Not taking no • Tremendous drive to learn • Keep teaching them • Strong psyche
	2. Need more blacks • We're in competition with each other • Be persistent • What I need to get there faster	2. You can't opt out • Be polite • What's your nationality • I'ts discouraging • Keep doing it

Marginality

Marginality reflects the participants' perceptions of discriminatory or inequitable treatment. These women described experiences that may be attributed to a dominant European-American perception that African-American women can not measure up to or be equal to Eurocentric standards and expectations. These women, by virtue of their gender and ethnicity, have a marginalized relationship with their European-American co-workers.

Entry level, Group A participants, responded to interview statements in a more self-centered approach. Many of their comments addressed their personal encounters, reflecting more defensiveness and insecurity when reasons for their slow entry and promotion into management were discussed. The "majorities" were blamed for not recognizing their ability or potential, as confirmed by these statements: "They looked me over"; "We're in competition with each other"; "They don't think I can do the job"; "You need to be in the right place at the right time".

Unlike Group A participants, Group B, executive level participants, discussed more gender-related experiences and perceptions. This may be a circumstance of the workplace, since Group A tended to have fewer male employees, in particular, European-American male contacts. African-American women within the executive level spoke more to the societal stereotypes that cause their adverse leadership experiences and their responsibility for transforming the work environment by changing the perceptions of their European-American male counterparts. This is reflected in the following statements: "we see people as people"; "we must dispel the myths"; "we must keep teaching them . . . we can't opt out".

With the upward career mobility of these women, there was a greater isolation from their gender and ethnic group. As a result, they came in contact with European-American men who had limited professional interaction with women, African-American women in particular. All but one described experiences with overt racism and discrimination as they moved from one level to the next. The "validation and re-validation" they experienced at each promotion suggested a "filtering" system to test the corporate system for its reliability. Statements reflected views that the "corporate leadership did not trust the system."

Successes with upward mobility were not attributed to their abilities, but rather to "luck" or "accessing the system differently." These women did not fit the caricatures, "hands on hip black woman" that may be the European-American male perception. These men may not have expected "an educated Black woman who is determined, who is highly motivated, who is highly skilled."

All agreed that this validation and re-validation involved their "re-educating the new boss." Possibly, the European-American male in top management positions may not understand not only the social context of African Americans, but also that of other marginalized groups. Therefore, there may be inconsistencies in "choosing" those marginalized persons, African-American women in particular, for upward career advancement. An executive vice-president could not explain her selection for career mobility. She believed that there were other African-American women who were "just as deserving." This selection process may be a reflection of corporate management's inability to design objective criteria for selecting individuals for career advancement.

In examining the meaning of marginality for African-American women in this study, the investigator synthesized lower segregate classifications and themes into the following correlates. Although these are not conclusions for all African-American women, they do characterize these African-American women's leadership experiences with marginality.

These correlates are as follows:

1. African-American women in entry level management positions view the cause of their delayed entry into management as due to discriminatory behavior by European-Americans during job recruitment and selection.
2. African-American women in executive level management feel an obligation to educate their European-American co-workers to dispel stereotypic myths about their ethnicity.
3. African-American women in executive level positions tend to use non-threatening word phrases and soften their tone of voice during meetings with European-American men, so that they do not appear aggressive.

Implications for Human Resource Development Practice

The increasing diversity of the work force from groups that are mainly minorities and women, historically marginalized persons, validates the importance this study has for explaining leadership experiences of African-American women.

Any HRD professional who is studying executive development should recognize the importance of developing programs that assist interaction within and across population groups. Thus, HRD's role in designing strategic plans for educating corporate leadership that is primarily composed of European-American men is of great importance. For example, using one of the correlates identified for marginality, African-American women in executive level management feel an obligation to educate their European-American co-workers, in order to dispel stereotypic myths about their ethnicity. The HRD director can examine the perceptions of both executive leadership and African-American women to further explain this correlate. As a result, analyzed data that reflects employee social context can be used to identify learning needs, to design content, and to implement programs that increase employee sensitivity and, hopefully, understanding of diverse socio-cultural groups in the workplace.

Important to employee training and development is an awareness by the HRD unit of the impact that socio-cultural factors have upon both performance and learning in the workplace. Current HRD curricula may not provide courses of study that reflect socio-cultural diversity. Thus, HRD professionals may not have developed an awareness nor a sensitivity to the importance of the socio-cultural context of employees.

This investigation identified correlates that validate the importance of the social context of employees and job responsibilities. Perhaps the corporate movement toward a strategy for cultural diversity in the workplace may first occur through employees, such as the African-American women in this study. For example, the executive-level participants recognized the societal stereotypes that resulted in ethnic myths. Through the "validation and re-validation" experiences, they perceived themselves in an educator role to "re-educate the new boss" and "dispel the myths." Thus, corporations may be establishing their own educational approaches for cultural diversity, based upon the actions of employees. Possibly the corporate need for HRD experts will serve as the catalyst for university curricula change to include courses that emphasize the social-context of employees as a foundation for corporate development and education and training of employees.

Since HRD curricula in adult continuing education has had limited inclusion of the intellectual and socio-cultural context of such marginalized groups as African-Americans (Rosenthal, 1978), this investigation also provided a mechanism to interrogate (inquire), challenge, and unveil the prevailing assumptions and prescribed behaviors of the dominant European-American society, that has not only permeated public schooling, but has also provided the foundation for adult continuing education. Because this investigation was within the social context of African-American women, the investigator was able to generate questions as to the veracity of prescriptive standards that control the career mobility of African-American women within the corporate arena.

By creating knowledge through ethnographic investigations, the invisibility of marginalized groups, such as African-American women, can be eliminated (Hugo, 1990). A curriculum integration occurs, resulting in adult continuing education programs that attract and retain more minority students. From this base, more research is generated that will be reflected in ongoing enhancement of that ethnocentric knowledge base. By refocusing HRD programs on human experiences of employee groups, a key element toward a strategy for cultural diversity in the workplace has been initiated.

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New Management Roles in the Communications Industry

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The communications industry has been subject to radical changes in this decade. Managers working in this branch of industry need to adapt their management style to changing conditions. This study was carried out for the branch training and education institute to provide directions for their future training and education supply. Using a variety of research instruments (literature research, interviews, survey and expert conference) a new flexible curriculum structure has been developed.

The printing industry has traditionally been a relatively stable branch of industry. It had its own structures, it was relatively independent of other industries and developed its own technology. However, recent technological developments have radically changed traditional patterns in the printing industry both in the United States and Europe (Mandel et.al, 1993; PIRA International, 1994; GEA Adviesgroep, 1994). And although only a limited number of organizations have responded to those developments, it sure looks as though they are going to be permanent.

Those technological developments include digital printing, on-line publishing, short run color printing, printing on demand, CD-i, CD-rom, Internet as well as technological innovations in more traditional printing technology. Related to those are multimedia productions and information databases. Research and practice show that the most important changes for the printing industry will be the digitalization of information and the disconnection of information (text and graphics) and printed materials. From now on, information will be stored in large databases and will be distributed on demand through various kinds of information carriers, be it on-line, on CD or in print. As a result the traditional printing industry tends to merge with other branches like multimedia, publishing and advertising. Therefore we refer in this study to the communications industry, instead of solely the printing industry.

The developments, in particular the computerization and new efficient techniques, result in a declining need for low skilled workers and people on the work floor. On the other hand does ongoing computerization of existing printing technology also result in a need for higher skilled workers in informatics, computer science and telematics. At the organizational level customer relations are changing and international competition is forcing large as well as small businesses to focus on their future strategy in order to survive.

In general we distinguish three types of strategies to respond to the developments described above (GEA, 1994). Firstly the penetration strategy, which means that the organization continues to focus on a traditional market segment and adapts minimally to new technological opportunities. Secondly we see organizations that adapt gradually to the new changes. This is called the transition strategy. And lastly, only a limited number of organizations radically change their business and technology and adapt completely to new markets and innovations. This is referred to as the transformation strategy.

In this arena of changes and developments the manager plays a crucial role. Traditionally management tasks in the printing industry would include planning, organizing, staffing, controlling and leading (Koontz & Weihrich, 1988). But currently, this management approach is not sufficient anymore. Management in the printing industry needs a new dimension.

This study was aimed at exploring changing contents of managerial work in the communications industry in the light of recent developments, and moreover to develop a new training and education design for managers. The client of this study was the Dutch printing industry training and educa-

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tion institute. This institute offers several education programs which lead to well known certificates for managers in the printing industry. These programs consist of related units in a fixed structure and are offered in a two or three year format. A small part of their supply consists of in-company training and consultancy. Their primary concern was to obtain data about their target group so that management profiles developed by the University of Twente could serve as a concrete and valid basis for new education and training programs aimed at managers in the communications industry.

So far we have provided a context for the study. In the remainder of this paper we will describe the following elements of the study: the research questions, the methodology used, results of the different phases related to the research questions and a discussion of the combination of methods for information collection.

Research questions

The research questions for this study were: (a) which are the most relevant developments to affect managerial work in the communications industry, (b) which management tasks will change or be needed in order to perform effectively and innovatively, and (c) which education and training programs need to be developed for managers to be prepared for the changing content of managerial work.

Methodology

In this study we have focused on the changing management requirements. These requirements are affected by developments in the printing and communications industry. Because of the breadth of the research subject, we decided to approach the matter from different angles and through a variety of research methods. This way we would be able to formulate conclusions which would be based on theory as well as practice and on the views of experts as well as practitioners. Another advantage of this strategy was that through sequential ordering of the various methods we would be able to build on earlier findings and thus adapt the research process at the same time.

Literature search. Therefore we started with an international literature search to obtain information about recent changes in this branch of industry. A recent thorough study of the Dutch Printing Federation provided a useful frame for more detailed literature search. A few conference proceedings (Mandel, 1993; PIRA, 1994) about the topic gave us valuable insight in visions and strategies for the future of the communications industry. It also appeared that in several other countries, similar studies had been carried out.

Interviews. In the second phase of the study we reflected the findings of the first phase to several businesses in the Netherlands. These organizations had been selected because of their innovative attitude and experience with new technologies. Pioneer organizations are characterized by early adoption of new media, risk taking in exploring new markets and products and strong affiliations with customers and suppliers. We found five organizations that were willing to cooperate, and they provided useful information about the pro's and con's of new developments in practice. The data were collected by means of semi-structured interviews with key-persons within the innovative organizations.

Questionnaires. The third phase consisted of two mailed questionnaires among businesses and managers in the printing industry in the Netherlands. One questionnaire (n=2400) has been sent to organizations and focused on branch developments, size of the organization, main technology, future business strategy, products, and markets. Those questionnaires were completed by top management; 460 (19%) of them were completed and returned. The other questionnaire has been sent to individual managers (n=5800) within those organizations. This second questionnaire was aimed at describing their current and future tasks and some personal characteristics, like age, sex, education, additional training and their personal experience with new technology like internet, CD-rom, etcetera. Of this second questionnaire 752 (13%) copies were returned. Although these response rates may seem rather low at first sight, this has no consequences for the representativeness of the data. In fact many more questionnaires than were necessary were sent out, to be able to perform more detailed data analysis in

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case of high response rates. The amounts of 460, respectively 750 respondents represent the businesses and managers very well.

Conference. The fourth phase of the study was a Dacum conference with regard to profiles and competencies of managers. Dacum (Norton, 1985) is a relatively quick technique to obtain job profiles, competencies and curriculum aims and plans. We invited 15 printing and communications experts for a two-day meeting to discuss the findings of the previous phases of the study. To provide all participants with the same entering knowledge about the subject matter, we compiled a comprehensive summary which was mailed to the participants before the start of the conference. This summary served as a common database during the conference. From this point we proceeded by distinguishing new roles and tasks for innovative managers in the communications industry. Each of the roles, seven in total, was described by means of tasks and other role characteristics. The participants also formulated required competencies for realization of each of the roles.

Curriculum development. Lastly, the results of all four phases were synthesized to develop a new structure for training and education and to offer suggestions for improvement of the existing education and training supply of the institute. This was done by mutual deliberation of both client and University. As such practical as well as theoretical aspects and study results were considered and included in a new framework design for management training and education.

Results and conclusions

In this section the results will be described per research question. First we will discuss relevant developments that will affect future managerial work. Second we will address changing management tasks and roles, and third some remarks will be made about the new education and training structure.

Developments. The literature research showed seven main trends that will guide the future of the communications industry: (1) the printing industry will evolve from a closed and independent branch of industry into an integrated part of the communications industry; (2) the monopoly of the press has ended; (3) reallocation and substitution of printed matter by electronic media will continually take place; (4) the volume, composition, and manufacturing of printed material will change; (5) organizations will have to deal with increasing internationalization; (6) the need for less printed material will cause an increasing capacity surplus within the traditional printing industry; (7) environmental care will emerge as a competition factor. To respond to those trends, organizations in the communications industry will have to alter their way of doing business. This includes a mind shift from press to information and communication systems; a change of corporate culture towards new ways of leadership, management and communication; a different commercial focus which aims more at serving markets and customers in stead of products; strategic Human Resource Management and Development to enhance employee flexibility and competence; project management instead of product management; systematic use of process data; and use of advanced technology in both product and process. The interviews of phase two showed that pioneer organizations endorse those trends and that some of them already have adapted to them. In addition to financial investments, companies will have to invest in people. The organizations in the study viewed an inclining need for higher educated people, who need not necessarily be educated in technical or graphic domains.

As was mentioned before, we distinguished three types of strategies to respond to new developments (GEA Adviesgroep, 1994). Firstly the penetration strategy, which means that the organization continues to focus on a traditional market segment and adapts minimally to new technological opportunities. Secondly organizations adapt gradually to the new changes. This is called the transition strategy. And lastly, some organizations radically change their business and technology and adapt completely to new markets and innovations: the transformation strategy. The results of the questionnaires supported our earlier findings. It appeared that only a small percentage of the businesses in the communications branch has adopted a transformation strategy (figure 1). The larger the organization the more likely they are supporting a transition strategy. Small organizations seem to lack the necessary means to invest in new technology or do not have faith in the opportunities that adoption of a progressive strategy can offer: almost half of them adhere to a penetration strategy.

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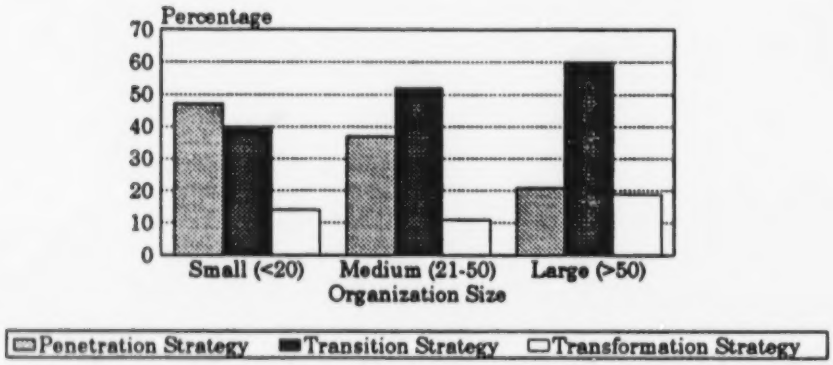
Management Tasks and Roles. The literature search showed an incoherent spectrum of views and approaches to managerial work, due to the succeeding views and theories in this field. Roughly speaking one can distinguish two approaches: functional tasks versus occupational roles of managers. Koontz & Weihrich (1988) have summarized the views of many authors on managerial tasks. They have made a very common division of main tasks: Organizing, Staffing, Controlling, Leading and Planning.

Figure 1. Future strategy and organization size in the communications industry



Other management experts view the work of managers through the use of roles (e.g. Quinn, 1989). Quinn distinguishes eight management roles: Innovator, Broker, Producer, Director, Coordinator, Internal Monitor, Group Facilitator, and Mentor. We decided to focus on tasks for the questionnaire phase and the use of roles in a subsequent phase. The reason for focusing on tasks first was that the theoretical role concept is relatively unfamiliar to managers in this branch of industry. Thus the third phase, surveying the organizations and managers, provided a more profound insight on the views of management about current and future tasks. This phase resulted in a main profile of most important future managerial tasks and added management profiles for large, medium and small organizations. To illustrate this we have depicted the five most important future tasks per organization size in figure 2.

Figure 2. Most important tasks per organization size

Organization Size		
Small	Medium	Large
• Cooperation with customers	• Motivating employees to strive after quality	• Stimulating (the will to) change
• Selling products	• Consultation with colleagues, superiors and employees	• Stimulating employees to attain goals
• Calculation of orders	• Maintaining existing customer relationships	• Consultation with colleagues, superiors and employees
• Motivating employees to strive after quality	• Cooperation with customers	• Motivating employees to strive after quality
• Quoting for new orders	• Remaining up to date with technological developments	• Internal consultancy

The fourth phase of the study, the conference about profiles and competencies, was oriented towards a different approach of management profiles, that is management roles. The participating experts viewed a traditional approach to management tasks as being a conservative factor in the development of better qualified managers. And besides that, all functional domains like Marketing, Human Resource Management, Internal Management, and Finance are being addressed by current management training and education programs. The change of approach, which is more or less aimed at innovation management, needs to be based on a shift of mentality. Therefore the conference participants decided to focus on roles of managers and formulated seven main roles. Those are (1) Producer; (2) Innovator; (3) Motivator/Coach; (4) Controller; (5) Integrator; (6) Spokesman; and (7) Strategist. The participants generated outputs for each role, as well as tasks and competencies. See figure 3 for an overview of the main roles and their ultimate output.
Those roles showed a resemblance to the roles described by Quinn (1989). The conference participants also decided to focus on the manager as an innovative entrepeneur to provide an overall role that should direct the design of new management training and education. It was felt that managers in all organizations at all levels should aim at realizing this concept within their own working context and at their own level.

Figure 3. Roles and outputs

Role	Role Output
Producer	Productivity
Innovator	Idea
Motivator/Coach	Targeted Activity
Controller	Management Information
Integrator	Synergy
Spokesman	Organization Image
Strategist	Mission, Strategy & Goals

Training and Education Structure. Through synthesizing of all previously found information a new training and education structure for management in the communications industry was developed. the results of the literature search were validated during the following phases and could therefore serve a reliable source of information about current and future development to affect the communications industry. All synthesizing activities were continuously compared to these developments. The next step in the process of curriculum structure development was the determination of core competencies that emerged from the role descriptions. Those more general competencies (valid for all managers in all kinds of organizations) provide implicit knowledge domains. The results of the questionnaires were used to obtain more specific and detailed information about those and other competencies and the knowledge domains to match. The foregoing resulted in a scheme in which all roles, outputs, competencies and knowledge domains were described. Figure 4 shows an example of the role of Innovator.

Figure 4. Role - Competencies - Knowledge Domain Scheme

Role & Output	Competencies	Knowledge Domains
Innovator realizes renewing ideas	• Can carry out strategic explorations • Can think independently: can follow and initiate creative developments • Can make strength/weakness analyses of the organization, related to current organization developments • Can develop, implement and evaluate strategic scenarios	• Innovation Theory • Intervention Theory • Systems Thinking • Creative Thinking • Network Learning • Communication Theory • Scenario Technology • Implementation theory • Evaluation Theory

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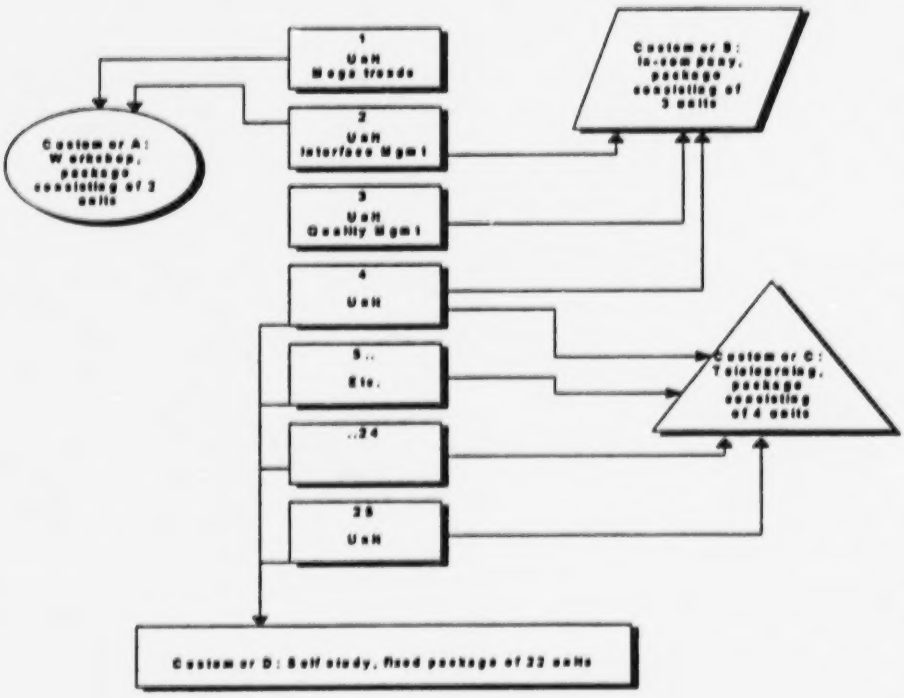
Several knowledge domains apply to all roles and are therefore mentioned separately. These are: Language Skill, Communications Skills (oral, written, interpersonal), Problem Solving and Negotiation. From this scheme new curriculum units have been derived through combination of traditional and new important knowledge domains.

The new curriculum structure has been built on the existing modular structure of management programs. But the difference from the existing structure is that the new curriculum units can be used more flexible, i.e. in various contexts and for different customers and clients. Furthermore, the questionnaire results can be used to develop specific curriculum alternatives for several distinguished groups of managers like managers in large companies, managers working in small and medium-sized enterprises or for managers at different levels within the organization. The basic idea is that management in the rapidly changing communications industry will need specific training and education as they encounter skills and knowledge deficiencies. According to Thompson & Carter (1995) a program for managers should be "flexible enough to recognize that a manager's work is not regular and that such tradition features as regular weekly attendance run counter to commercial reality". Also are "organizations interested in their managers improving their performance, not in gaining theoretical knowledge which does not lead to such improvement". A relatively fixed program structure, like the one that is in place at this moment, would not suit these needs. Figure 5 shows various ways in which a reservoir of autonomous curriculum units, be it workshops, plain knowledge, discussions or computer based training, may be applied for specific customer needs.

Figure 5 Various ways of applying curriculum units for different clients



This example shows 25 curriculum units of which some can be delivered in various modes. When customer A wants to educate his people quickly about new trends, the institute has the possibility to organize a workshop, based upon two existing curriculum units. Another customer likes to study at home

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in the evening for a certain certification. She can follow a course consisting of 22 units and take an examination. Elaboration of this concept could offer an unlimited number of possibilities to serve specific customers needs.

Relevance to the field

The strength of this study is that the combination of different research methods such as literature research, site visits, a survey and an expert conference leads to a thoroughly practice-based training and education supply for managers in the communications industry. In addition, two approaches of analyzing managerial work, tasks and roles, are combined to provide a broader perspective of the jobs involved.

Since the study has ended just recently, information about the usefulness and concrete content of the structure is not available yet. But since the structure has been based upon information from current practice and future expert opinions it will certainly contribute to a sound education and training program in the communications industry.

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